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## More Than Words: Survey Software for Active Learning, Flipped Instruction and Formative Assessment

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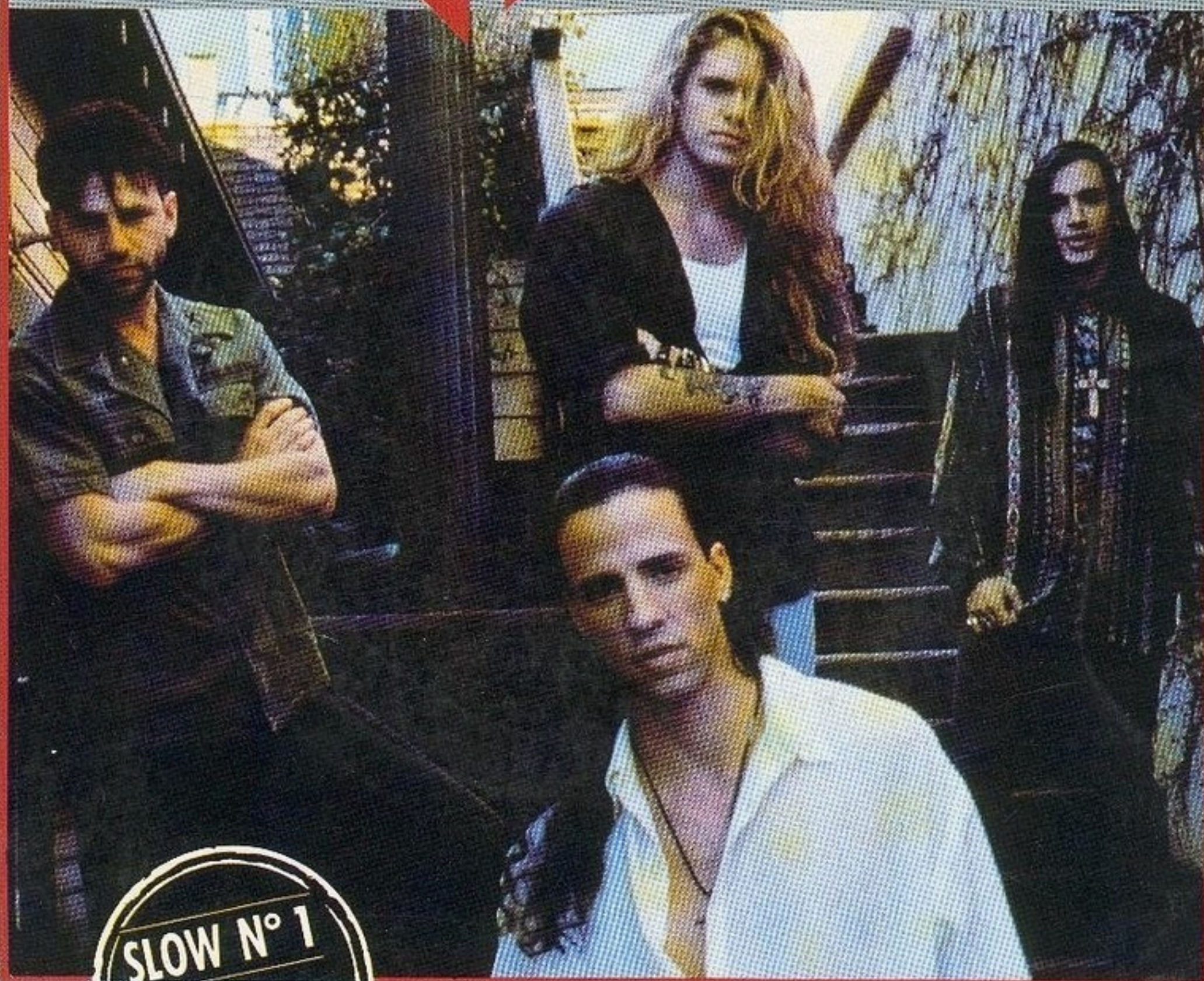
# MORE THAN WORDS: SURVEY SOFTWARE FOR ACTIVE LEARNING, FLIPPED INSTRUCTION, AND FORMATIVE ASSESSMENT



MEREDITH FARKAS, PORTLAND STATE UNIVERSITY



# EXTREME



SLOW N° 1  
QUIX



[illegible]



## Browsing as Research

### Selecting among topics

Your first step is to choose a new information or communication technology that interests you. You may need to research several technologies before deciding on one. There are two things to keep in mind when you make your decision.

First, the technology should be interesting to you personally, that is, it should be so interesting that you will be motivated to continue working on it over the whole process of writing your paper.

The other thing to think about is whether you will be able to find scholarly journal articles that discuss issues that pertain to your technology. Browsing is a good way to investigate the availability of scholarly sources on your research topic.

### Brainstorming

You might start by answering some questions about the technology you are researching. As you think, write down the things that come to mind. Let's use Amazon's Kindle as an example. This is only a very short list; yours will be longer.

How could a Kindle be used?	as a book or a magazine  for records like medical records, educational records, or business records
What might be the advantages of using Kindle?	it could be updated automatically with new information every time it is used  someone who needs a lot of different records would have to carry only one "document"  someone who needed many different records on demand from many different and distant locations could retrieve them quickly  a person who needs privacy in an open area (like a doctor's office) would be able to hold Kindle closely so no one else could see
What might be the disadvantages of using Kindle?	more expensive than paper  more delicate than paper, so it can't be anywhere dirty or wet  carried away easily, so it could be stolen or lost  reader has no confidence that they have seen an original/legal document

### Preliminary Searching

Using a list like the one above, write down broad terms related to your ideas. For example, we might think of these terms after brainstorming about Kindle: "electronic text" "electronic display" "on demand text" "text retrieval" "automated records" "personal records", "information privacy" "information security", etc.. Start with terms that are as broad as possible at first. This will help you identify search terms (keywords or subject terms) used to describe the technology and the issues it raises. Write down the terms you see, keeping a small collection of them.

Use the terms you have gathered to see what you find. Some technologies may generate more information than others. Begin browsing or searching to see what is being written currently on the technology and the



### Library Services



OTHER ISSUES



WE LIVE IN A ONE-SHOT WORLD





MOST ONLINE TUTORIALS DO NOT  
EMBRACE ACTIVE LEARNING





ASSESSMENT IS IMPORTANT, BUT  
ALSO TIME-CONSUMING





ANALYZING INDIVIDUAL PAPER  
ASSESSMENTS/ASSIGNMENTS IS  
EVEN MORE TIME-CONSUMING

## RISKS

Tools + Repositories:  
Grp. 1

Pg. 2

- STANDARDIZATION DOESN'T MEET NEEDS (WHICH ARE VERY VARIOUS & DIFFERENT AMONG USERS)
- Scholarly adoption of knowledge & resources & tools.

## SCOPE

DISCOVERY ASSETS  
DATA

- Cross-Repository
- I.P.
- Business & Technical
- Metadata

FEEDBACK FOR CONTENT



A young girl with brown hair, wearing a white textured sweater and blue patterned pants, sits on a stone ledge by a pond. She is looking down at the water, which is filled with lily pads and reflects the sky. The text "REFLECTION IS CRITICAL TO LEARNING" is overlaid in white capital letters on the upper left side of the image.

REFLECTION IS CRITICAL TO  
LEARNING



“In the face of the mountain of assessment literature, student voices have been missing for the most part. This project, then, foregrounds those voices in an effort to understand how students experience information literacy.”

-Detmering and Johnson, “‘Research Papers Have Always Seemed Very Daunting’: Information Literacy Narratives and the Student Research Experience”

"This Framework depends on these core ideas of metaliteracy as well, with special focus on metacognition, or critical self-reflection, as crucial to becoming more self-directed in that rapidly changing ecosystem... Information literacy is a repertoire of understandings, practices, and dispositions focused on flexible engagement with the information ecosystem, underpinned by critical self-reflection."

-Framework for Information Literacy for Higher Education

ASSESSMENT CAN (AND SHOULD  
BE) ABOUT LEARNING





CAN ONLINE SURVEY  
SOFTWARE HELP?

USES FOR SURVEY  
SOFTWARE

# FORMATIVE ASSESSMENT



---

This online worksheet is designed to help you get practice searching for and evaluating sources. A librarian will be visiting your class on April 22nd, so be ready to discuss any problems you had searching for sources on your topic. Please have this worksheet completed by April 20th at 11:59pm.

You will not be graded on your answers, just that you completed the worksheet.

What is your name?

What is the topic you are researching?

Choosing the best places to search isn't always easy. For this class, the Librarian for your FRINQ theme has [created an online guide](#) that will point you to the best sources for research on your topic.

What are the three places (online or through the library) where you are most likely to search for sources on this topic?

Top choice

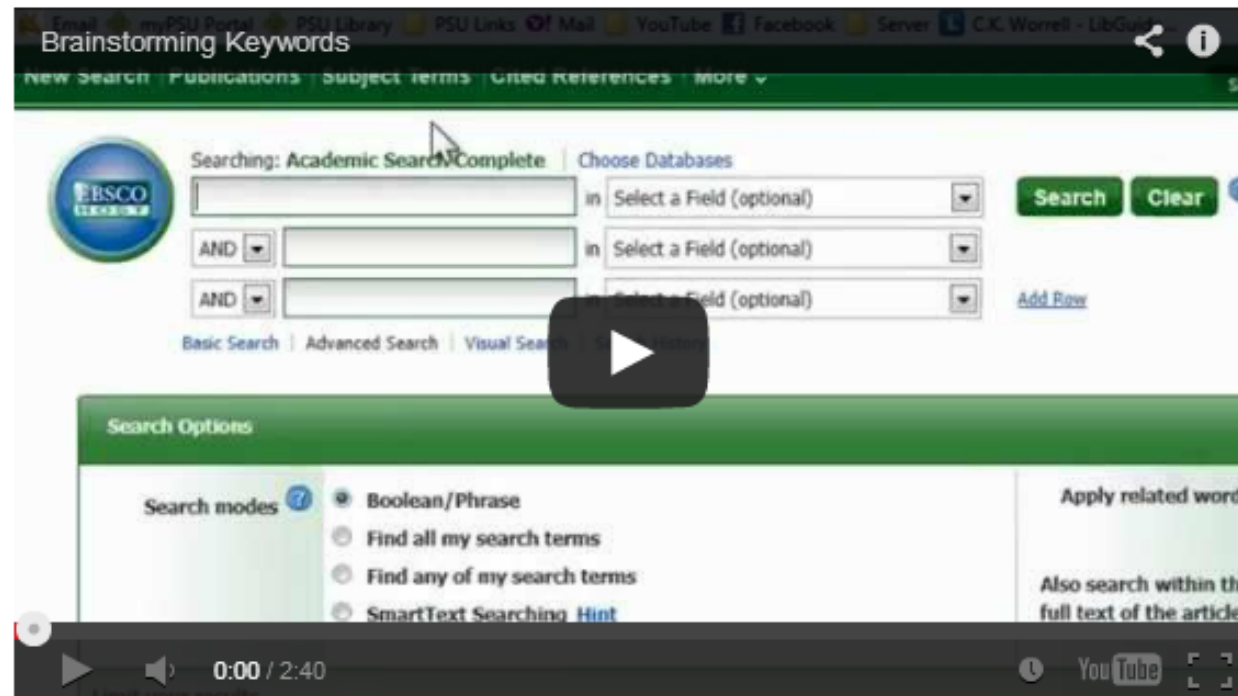
Second choice

Third choice



Before you start searching for a topic, it's important to consider the various possible keywords you could use in searching. The terms that you naturally think of when you think about your topic may not be the same words that scholars use to write about the topic. Also, scholars writing about your topic in different subject areas may use different terms to refer to your topic. This requires you to think not only of the terms that naturally come to your mind, but any terms that mean the same thing or are related. There's no perfect term that will get you everything on your topic, so trying a variety of searches with different keyword combinations is key.

**What keywords might you use in searching for your topic?** If you need help selecting keywords, [try watching this two-minute video from the library](#) (embedded below).



Your keywords

Now you will need to search in [Academic Search Premier](#) for a scholarly (peer-reviewed) article. If you'd like some tips on searching, [watch this brief library video on Developing Your Search](#) (it is embedded below).





What search terms did you use?

Include the author, title, and publication year of a book you found on your topic that looks useful.

Now, go to the record for that book by clicking on the title of the book in the results list. Look to the right of the title where it says "More like this." The links under that heading are subject terms that librarians have used to group similar books together. (Look at the example below if you're having trouble finding it.)

 [Cite/Export](#)  [Print](#)  [E-mail](#)  [Add to list](#)  [Share](#)  
 [Permalink](#)

**Crisis on the Columbia.**

Author: [Oral Bullard](#)

Publisher: Portland, Or., Touchstone Press [1968]

Edition/Format:  Book : English : [1st ed. [View all editions and formats](#)

 Chat with a librarian

**More like this**

**Subjects**  
[Dams -- Columbia River.](#)  
[Water -- Pollution -- Columbia River.](#)  
[Fisheries -- Columbia River.](#)  
[View all subjects](#)

 **Similar Items**

Click on one of the links that looks relevant to your topic and look at the list of books under that subject term.

What subject term did you click on?



What questions do you have about doing research, for this assignment or in general?

What was something interesting or helpful that you learned from this activity?

How likely are you to search library resources for your research for this assignment?

Very Unlikely

Unlikely

Somewhat Unlikely

Undecided

Somewhat Likely

Likely

Very Likely

☐☐☐☐☐☐☐

When you click on the button below to submit your worksheet, it will take you to a page where your results are displayed so you can print or save them for later. Click on the PDF icon in the top right-hand corner of the page to download your answers as a PDF.

## ▼ Questions

☐ What is your name?☒ 1. What is the topic you are researching?☒ 2. What are the three places (online or through the library) where you are most likely to search for sources on this topic?☒ 3. What search terms did you use?☒ 4. Include the author, article title, journal title, and publication year of a scholarly (peer-reviewed) journal article you found on your topic that looks useful. If you're having trouble determining...☒ 5. What search terms did you use?☒ 6. Include the author, title, and publication year of a book you found on your topic that looks useful.☒ 7. Now, go to the record for that book by clicking on the title of the book in the results list. Look to the right of the title where it says "More like this." The links under that heading are subject...☒ 8. Did clicking on the subject term lead you to other useful books? (Please note: subject terms don't always lead to a better list of books, but frequently do. It's also worth clicking on different su...☒ 9. What problems did you encounter when you were searching (if any)?☒ 10. What questions do you have about doing research, for this assignment or in general?☒ 11. What was something interesting or helpful that you learned from this activity?

## Text Response

[View](#) Nature deficit disorder Richard Louv biophilia hypothesis no child left inside nature's impact on health Childhood or nature or deficiencies nature or impact or attention disorder adolescence or sports benefits outdoor or active or healthy lifestyle or gains[View](#) birth control AND women's right to birth control[View](#) "Genetically Modified Organism" genetic\* Agriculture "Genetically Modified" food effects humans[View](#) "GMOs AND Awareness" "GMOs AND Corn" "GMOs NOT in the U.S."[View](#) genetically modified food AND (health OR effect) NOT DNA[View](#) "Genetically Modified Organisms" AND crop\*[View](#) alcoholism, genetic alcoholism, withdraw of alcohol[View](#) alcoholism, genetic alcoholism, withdraw of alcohol[View](#) Nature deficit disorder, attention in youth, Technology and youth[View](#) Prison, Segregation, Racism[View](#) prison segregation, NOT solitary, AND race[View](#) Nature deficit disorder[View](#) Rascism Self-Segregation Prison[View](#) "Birth Control For Young Adults" Birth control limitations for teens, Sexually active teens, "Birth control for ages 12 through 17".[View](#) birth control and state laws. birth control and teenage girls who are sexually active. reproductive health laws and states or countries.

Statistic	Value
Total Responses	15

4. Include the author, article title, journal title, and publication year of a scholarly (peer-reviewed) journal article you found on your topic that looks useful. If you're having trouble determining...

## Text Response

[View](#) "Getting Down to Earth: Finding a Place for Nature in Social Work Practice" by Milena Heinsch Published in July 2012[View](#) Jane Cary, The Racial Imperatives of Sex: birth control and eugenics in Britain, the United States and Australia in the interwar years. Nov. 2012[View](#) WHO. "Safety Assessment Of Foods Derived From Genetically Modified Microorganisms." Microbial Ecology In Health & Disease 13.4 (2001): 195-211. Academic Search Complete. Web. 17 Apr. 2013. Myhr, Anne Ingeborg, and Terje Traavik. "The Precautionary Principle Applied To Deliberate Release Of Genetically Modified Organisms (Gmos)." Microbial Ecology In Health & Disease 11.2 (1999): 65-74. Academic Search Complete. Web. 17 Apr. 2013.[View](#) CREATING PUBLIC ALIENATION: Expert Cultures of Risk and Ethics on GMOs - BRIAN WYNNE Detection of genetically modified organisms (GMOs) by PCR: a brief review of methodologies available - E. Gatchet American Medical Association: GMO Labeling Not Necessary[View](#) Behrokh Mohajer Maghari and Ali M. Ardekani, Genetically Modified Foods and Social Concerns, 2011[View](#) Should we promote the widespread consumption of biotech foods? Full Text AvailableBy: Wang, Karen. Young Scientists Journal. Jul-Dec2012, Vol. 5 Issue 12, p77-79. 3p. 3 Color Photographs. DOI: 10.4103/0974-6102.105074



# THE SECRET SAUCE

- The online worksheet is required by the instructor
- My instruction is developed based on the student responses

# RESULTS

- My understanding of students is increased
- My instruction is more tailored
- I can cover more ground
- Students are more engaged
- Students benefit directly from the assessment

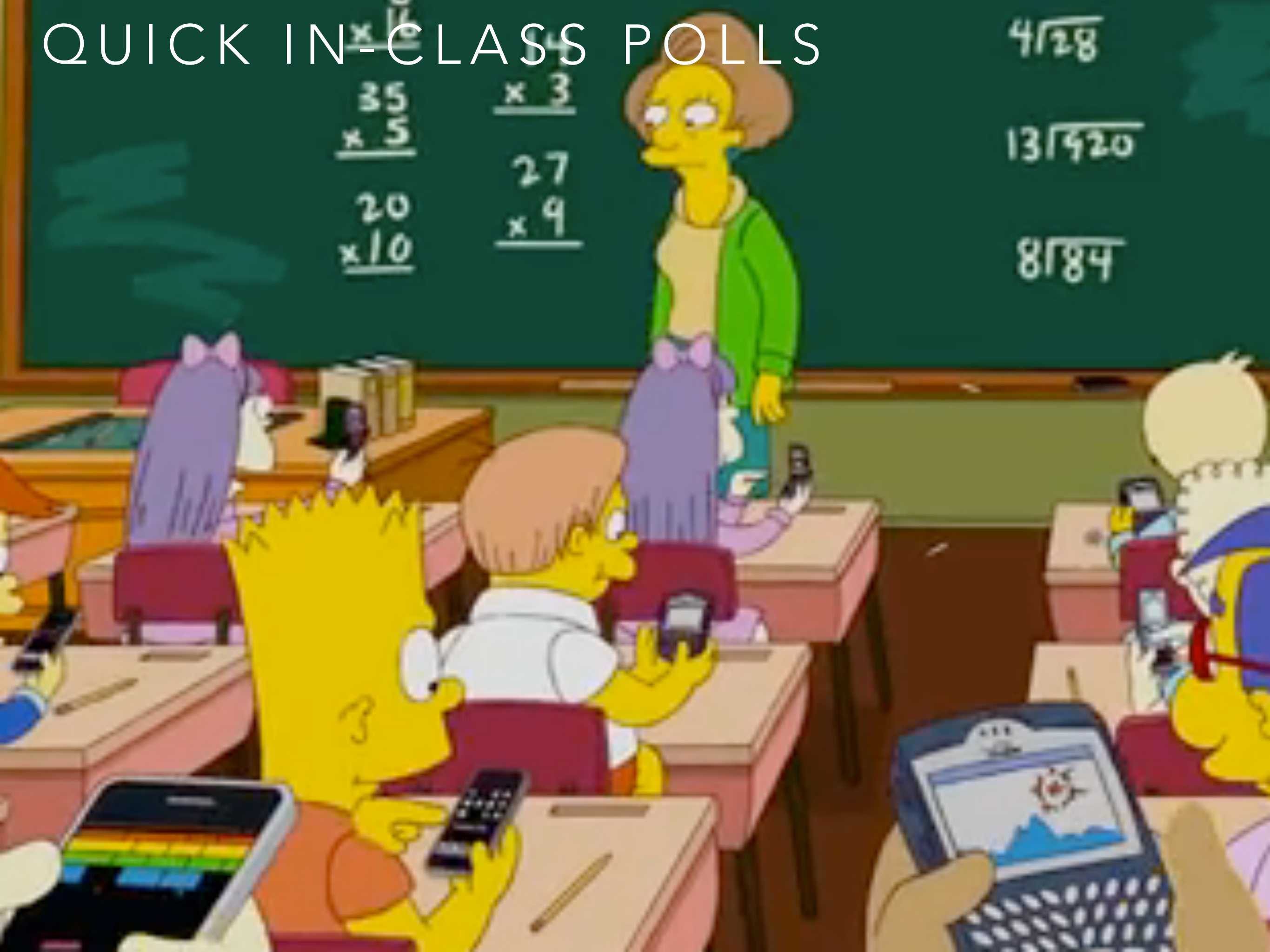


# FLIPPED INSTRUCTION





# QUICK IN-CLASS POLLS





# USES OF POLLING SOFTWARE

- Icebreakers
- Formative assessment
- Pre/post-tests
- Quick checks of aggregate class understanding
- Feedback

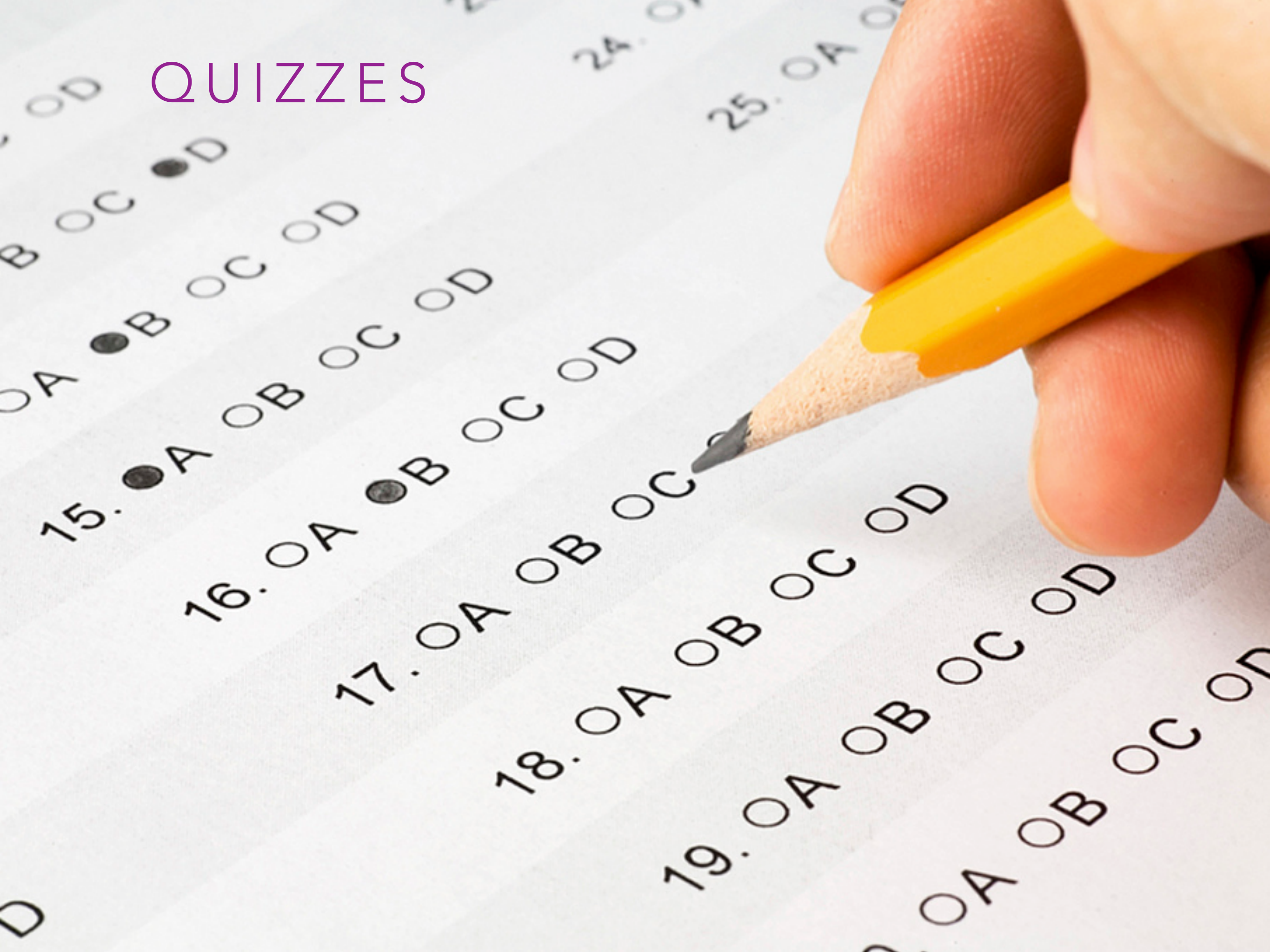


# ANONYMOUS FEEDBACK OR QUESTIONS





# QUIZZES



Please enter the number assigned to the research paper here.

# RUBRICS

What theme is this paper from?

- ☐ Design and Society
- ☐ Globalization
- ☐ Human/Nature
- ☐ Life Unlimited?
- ☐ Portland
- ☐ Race & Social Justice
- ☐ Sustainability
- ☐ Ways of Knowing
- ☐ Work of Art

Please rate the research paper on the following four attributes based on the rubric.

	1	2	3	4
Topic statement and focus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information use and attribution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supports position with relevant, diverse sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you have any comments on the paper or thoughts about the rubric that you want to put on the record here, please do so (optional)



Enter the number of the research paper.

What is this paper about?

Rate the research paper on the following four attributes based on the rubric.

Enter any comments on the paper or about the rubric that you want to put on the report.

#	Answer		Response	%
1	<a href="#">Design and Society</a>	<div></div>	24	14%
2	<a href="#">Globalization</a>	<div></div>	24	14%
3	<a href="#">Human/Nature</a>	<div></div>	26	15%
4	<a href="#">Life Unlimited?</a>	<div></div>	4	2%
5	<a href="#">Portland</a>	<div></div>	8	5%
6	<a href="#">Race &amp; Social Justice</a>	<div></div>	18	10%
7	<a href="#">Sustainability</a>	<div></div>	24	14%
8	<a href="#">Ways of Knowing</a>	<div></div>	22	13%
9	<a href="#">Work of Art</a>	<div></div>	26	15%
	Total		176	100%

Statistic	Value
Min Value	1
Max Value	9
Mean	5.07
Variance	8.20
Standard Deviation	2.86
Total Responses	176

#	Question	1	2	3	4	Total Responses	Mean
1	Topic statement and focus	<a href="#">15</a>	<a href="#">66</a>	<a href="#">68</a>	<a href="#">27</a>	176	2.61
2	Information use and attribution	<a href="#">31</a>	<a href="#">100</a>	<a href="#">34</a>	<a href="#">11</a>	176	2.14
3	Supports position with relevant, diverse sources	<a href="#">14</a>	<a href="#">77</a>	<a href="#">74</a>	<a href="#">11</a>	176	2.47
4	Information quality	<a href="#">33</a>	<a href="#">35</a>	<a href="#">59</a>	<a href="#">49</a>	176	2.70

Statistic	Topic statement and focus	Information use and attribution	Supports position with relevant, diverse sources	Information quality
Min Value	1	1	1	1
Max Value	4	4	4	4
Mean	2.61	2.14	2.47	2.70
Variance	0.72	0.60	0.54	1.15
Standard Deviation	0.85	0.78	0.73	1.07
Total Responses	176	176	176	176

# MINUTE PAPERS





# UNST 236 Batchelder Assessment

Please fill out this assessment so that I can improve my teaching. If you put a question in the third box, I will answer it and email your instructor answers to all of the questions the class asked.

**\* Required**

**What is something you learned in this session that you think will be useful to you? \***

**What is something that confused you or you wish had been covered more? \***

**What question(s) do you still have about the library or research?**



$f_x$  | I think we covered the materials well.

	A	B	C	D	E	F	G	H
1	Timestamp	What is something you learned in this session that you think will be useful to you?	What is something that confused you or you wish had been covered more?	What question(s) do you still have about the library or research?				
12	10/11/2012 14:59:10	I learned the significance of quotations and * when refining your searches.	I'm not confused about anything so far, but when I am I will use the library chat-box.					
13	10/11/2012 14:59:32	The use of asterisks and quotation marks when searching for articles.	Nothing.	Nothing.				
14	10/11/2012 14:59:34	learning how to use the databases for this specific university.	The database of the "and/or" was kind of confusing but if i play around with it a little bit, it'll be simple enough					
15	10/11/2012 14:59:57	I learned about how to search topics, by separating terms by "and" "or" and "not.	I think topics were covered very well and I learned new things that I didn't already know.					
16	10/11/2012 15:02:41	How to discern between scholarly and not scholarly sources.	Nothing. It was covered completely and to my satisfaction.	Can I access the library at any time from my home? How do I do so?				
17	10/11/2012 15:02:45	Proper use of search terms and descriptive use of peer reviewed journals.	Nothing confuses me.	I'm unsure of where to find the restroom during my library research. This could be problematic.				
		I learned boolean search and how to						



# GAMES





# REFLECTION





# Research reflection



**Write a short essay about your experience and feelings doing research for this assignment.**

Possible topics to explore: What frustrated you? What was your greatest achievement? What were the important things you learned? What missteps did you make that you hope to avoid next time? What was the best tool or search technique you used?

**Submit**

Never submit passwords through Google Forms.

# Research Narrative



## **What experience with research was significant to you?**

Your assignment is to write an essay about one or more experiences with research assignments and doing research that were defining for you and influenced your attitudes about research. They can be positive or negative. Your actual experience is only the starting point. Your critical reflections about this small narrative experience will make your essay into a meaningful memoir. You will consider how this experience is significant to you.

**Submit**

Never submit passwords through Google Forms.



# SKILLS INVENTORY



This self-assessment is designed for you to get a sense of what areas you might need to develop in to successfully complete a research assignment. You can keep this self-assessment just for yourself or share it with your mentor and/or instructor so they can get a sense of in which areas you need support.

For each statement/skill, circle the number that describes how confident you feel in your ability to complete that task well (1 for not at all confident and 5 for very confident).

	1	2	3	3	4	5
Choose a focused topic for research						
Decide where to search and what I need to find						
Use the Portland State Library						
Find quality resources related to my topic						
Determine whether a source is scholarly						
Cite sources appropriately						
Critically evaluate what I read						



# TUTORIALS

*learn  
to fly*



## Developing Your Research Strategy

### Home

What is Research?

The Research Process

Choose a Topic

Develop a Working Knowledge

From Topic to Research Question

What Types of Evidence You Need

Brainstorming Keywords

## Developing Your Research Strategy


Welcome to the Research Strategy tutorial! This tutorial should take you when you are done, you should be able to:

- Describe the purpose of research
- View the research process as something that doesn't always happen in a straight line
- Choose a topic that interests you and fits the requirements of your assignment
- Select an area of focus within your topic that is not too narrow or broad
- Determine what evidence you need to make your case or answer your research question
- Brainstorm keywords that will help you find evidence

Having a clear conception of what you're looking for before you start searching will make the research process much simpler. While it's tempting to start searching as soon as you've chosen a topic, taking the time to develop a strategy will save you time in the long-run.

At the end of the tutorial, you will be able to get a PDF of your responses which you can keep for yourself and/or share with your instructor.

Please enter your name below (optional) if you want us to be able to retrieve your responses in case you lose your PDF.

To navigate the tutorial, you can use the forward (right) and back (left) arrow buttons or click on the  icon near the upper left-hand corner of the page to open the Table of Contents.

*Please click on the green right arrow button on the bottom-right to advance to the next page.*

VISIT THIS TUTORIAL AT  
[HTTP://BIT.LY/1APWVSH](http://bit.ly/1APWVSH)  
ALL TUTORIALS (IN  
BETA) AT  
[HTTP://BIT.LY/USNRHQ](http://bit.ly/USNRHQ)





## Developing Your Research Strategy

Home

What is Research?

The Research Process

Choose a Topic

Develop a Working Knowledge

From Topic to Research Question

**What Types of Evidence You Need**

Brainstorming Keywords

## Figuring out What Types of Evidence You Need

Once you have chosen a research question, you will need to start thinking about how you can answer it. This means figuring out what sorts of evidence you need.

No one type of source will give you everything you need to successfully complete a paper. Each type of source has pro's and con's and should be used for different purposes.

This eight-minute video explains how to determine what types of evidence you need using the BEAM model for using sources. If you'd prefer, you can [read a transcript of the video here](#) (the video is also closed captioned).



Match the description with the correct part of the BEAM model. Refer back to the video if needed.

	Background	Exhibit	Argument	Method
Provides an overview or puts the topic in context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides a way of	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

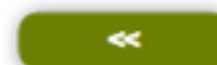




Below, check the boxes for the statements about research you believe are true. Research...

- ☒ involves creating something totally new without looking at what's been done before
- ☐ helps us understand how things work and why things are the way they are
- ☐ is gathering a bunch of facts and reporting on what you've found
- ☒ requires a balance between your own thinking and what you discover from the evidence
- ☐ involves finding only evidence that supports your side of the argument
- ☐ involves answering a question with evidence as well as your own conclusions based on that evidence
- ☒ requires answering questions
- ☐ is a summary of what you've found
- ☒ is a conversation between you and the authors who have researched your topic before

*Please click on the green right arrow button on the bottom-right to advance to the next page.*





## Brainstorming Keywords for Searching

When searching in library research databases, it is important to search using the essential key concepts that make up your topic. This is because the more terms you use in your search, the fewer results you will get.

Doing a search for *the impact of gender on people's salary expectations* will get you far fewer results than if you searched for *gender AND salary AND expectations*.

When you do a search, the search engine doesn't know what your terms mean. It is only looking for results that match the terms you put in. Therefore, if you search using the term *salary*, you will get all results that use that word, but miss many results that use words like *wages*, *pay*, *income*, or *earnings*. That's why it's valuable to think of all of the terms that mean the same thing as your key concepts.

Not sure what terms you should be using? Check Wikipedia, encyclopedias in the library, and even search Google to see what terms authors use when they write about your topic.

Concept mapping is also very useful for determining what concepts you need to be searching for. Take a look back at the [concept mapping video](#) you watched earlier in this tutorial if you're not sure how to do concept-mapping.

Now brainstorm keywords for your own topic. In each box, list one key term along with all of the possible terms that mean the same thing or are related.

For example: Key concept 1: *salary, wages, pay, earnings*

Key concept 2: *gender, gender differences, women, men, male, female*

You don't need to fill in every box if there aren't that many key terms.

Key concept 1

Key concept 2



### 3. Describe the requirements of your research assignment here:

#### Text Response

8 page paper on a topic related to 19th century U.S. History. Must use three peer-reviewed sources and 5 sources total.

### 4. What topic(s) are you considering for your research assignment?

#### Text Response

Emancipation of the slaves during the civil war

### 5. Find an encyclopedia entry about (one of) your proposed topic(s) and enter three interesting points about it:

#### Fact 1

The Emancipating Proclamation...

#### Fact 2

Many slaves...

#### Fact 3

Slaves who served in the military...

### 6. You're writing a seven-page paper for your class. Do you think the following topics are too broad, too narrow or just right? Enter your selections below:

#	Question	Too broad	Just right	Too narrow	Total Responses	Mean
1	Pollution in urban areas	✓ 1	0	0	1	1.00
2	Respiratory diseases in children in high-density urban areas	0	✓ 1	0	1	2.00
3	Effects of 2013 wildfires in Southern Oregon on tourism in Klamath Falls.	1	0	✓ 0	1	1.00
4	Outsourcing U.S. jobs to other countries	✓ 0	0	1	1	3.00
5	Polar bear adaptation to global warming in the Arctic	0	✓ 1	0	1	2.00
6	Alternative energy in the United States	✓ 1	0	0	1	1.00



## **Expository Writing Research Assignment**

Welcome Expository Writing Students!

By the end of this library assignment, you will:

1. Know how to search for articles and other supporting materials for your Analytical Profile or Informative Report assignment using library resources.
2. Have at least one article or other resource that you can cite in your paper.

**Important Notes about this assignment:**

- We anticipate that you will need approximately 45-60 minutes to complete the assignment.
- You cannot save this assignment, so please allow enough time to complete the assignment in one sitting.
- At the end of the assignment, you will be able to email the completed assignment to yourself AND to your instructor.
- If at any time you feel stuck and need help, your K-State Librarians are here to help. You can email us, text us, call us.



## Section 1: Your Topic & Searching Techniques

In this first section, you will learn how to refine your topic, develop keywords, and search for articles that you believe support your Informative Report or Analytical Profile.

---

**Step 1:** To learn how to develop and to refine your topic, watch the following video.



Produced by [K-State Libraries](#)



Rural communities and education	Impact of coming from rural communities on KSU students' success in college	Why growing up in Sublette, Kansas helped me get an A in my Expository Writing class
Female college students	Benefits of the Safe Zone Ally Program for female students at KSU	My sister's appointment with a Safe Zone Ally and how it helped her
Racism on college campuses	Benefits of the Black Faculty Staff Alliance for students of color at KSU	Why my physical education teacher is racist and how I get rid of him

Putting it all together: Check for understanding

Now that you have learned about narrowing and broadening your topic, try out the quiz below. No worries, this is not part of your graded assignment, so feel free to take this as many times as you want.

Note: This quiz does not work with mobile devices running on the iOS 5 operating system (such as the iPad 1).

Question 1/6  
0 correct answers

Sustainability movements in North America

**Too narrow**

**Too broad**

Just right


**Incorrect. This topic is too broad as it focuses on a large geographic area (North America) and a broad concept (sustainability movements). An alternative topic could be the "the environmental impact of wind farms on wildlife."**

**Next**



### Section 3: Putting It All Together

Now you are ready to begin searching!

Click on the link to go the [Libraries' homepage](#) , and start your search using Search It.

Using your keywords and what you have learned from the "Getting Started with Search It" video, search for articles relevant to your topic. Skim through a few of the articles. Pick one that you think is relevant to your topic.

ARTICLE 1: Please enter the author, title, publication (name of the newspaper, magazine, or journal), and date of the article that you selected.

ARTICLE 1: What keyword(s) or phrases did you use to find this article?

ARTICLE 1: Re-read the article to identify content that you might use in your paper. Copy and paste the sentence(s) that you believe best support your topic.

# SURVEY SOFTWARE OPTIONS



# START WITH WHAT FEATURES ARE IMPORTANT TO YOU

Student can get a copy of responses?

WYSIWYG editor?

Skip/display logic?

HTML formatting?

Embedding video?

Mobile-friendly?

Non-standard question types?

ADA accessible?

Embed in other sites?

Hyperlinks?

# SHARING INDIVIDUAL/AGGREGATE RESPONSES

- If you plan to share results, how will you share them with the student(s) or instructor?
- Some offer the ability to give a student a PDF copy of their responses.
- Most offer some sort of sharing functionality for aggregate results; sometimes also for individual results



# SKIP/DISPLAY LOGIC

- Great for customization
  - Based on disciplinary area
  - Based on skill/experience level
- Great for providing feedback
- Most free software options do not offer this

# EMBEDDING VIDEO AND IMAGES



MOBILE-FRIENDLY AND  
ADA ACCESSIBLE

# FORMATTING OPTIONS

- Some offer WYSIWYG editors
- Some allow straight-up HTML formatting
- Some offer both
- Some offer no formatting options at all



EMBED CODE

## Library Assignment

 [Print Page](#)

### Pre-assignment

This online worksheet is designed to help you get practice searching for and evaluating sources. A librarian will be visiting your class on May 2nd, so be ready to discuss any problems you had searching for sources on your topic. Please have this worksheet completed by April 30th at 11:59pm.

You will not be graded on your responses, just that you completed the worksheet.

Choosing the best places to search isn't always easy. For this class, the Psychology Librarian has created an online guide that will point you to the best sources for research on your topic. [alacarte.pcc.edu/subject-guide/9-Psychology](http://alacarte.pcc.edu/subject-guide/9-Psychology)

**What is your name?**

**What is the topic you're researching?**

### Brainstorming Keywords

Brainstorming keywords related to your topic helps you create better, more targeted searches. Watch the video below for tips on how to brainstorm keywords on your topic.

Brainstorming Keywords





## Pre-assignment

This online worksheet is designed to help you get practice searching for and evaluating sources. A librarian will be visiting your class on October 18th, so be ready to discuss any problems you had searching for sources on your topic. Please have this worksheet completed by October 16th at noon.

You will not be graded on your answers, just that you completed the worksheet.

What is your name?

What is the topic you are researching?

What are the three places (online or through the library) where you are most likely to search for sources on this topic?

Top choice

Second choice

Third choice

# HYPERLINKS

- To link to research guides, instructional videos, databases, etc.
- Most allow them
  - Some have quirks
- Some will not turn them into hyperlinks



# NON-STANDARD QUESTION TYPES

- Matrix table
- Slider
- Ranking
- Sorting
- Drill-down
- Hot-spots and heat maps

# SURVEY SOFTWARE OPTIONS

- **Qualtrics** <http://qualtrics.com>
- **Google Forms** <http://forms.google.com>
- **TooFast** <http://toofast.ca>
- **Fluid Surveys** <https://fluidsurveys.com/>
- **Survey Monkey** <https://www.surveymonkey.com/>
- **SurveyGizmo** <http://www.surveygizmo.com/>
- **LimeSurvey** <http://www.limesurvey.org/en/>



# QUICK POLL OPTIONS

- **Poll Everywhere** <http://www.polleverywhere.com/>
- **Socrative** <http://socrative.com/>
- **Mentimeter** <https://www.mentimeter.com/>
- **SMS Poll** <http://www.smspoll.net/>

FOR MORE DETAILS ON  
SOFTWARE, SEE APPENDIX SLIDES



# ONE MAJOR DRAWBACK IN THE CLASSROOM



# Photo Credits

- how to unfold your wings <https://flic.kr/p/58H5Mc>
- tea bag and cup <https://flic.kr/p/8nWjgD>
- Pouring water on head <https://flic.kr/p/7pTwdQ>
- TIME <https://flic.kr/p/632Ye5>
- Buried again <https://flic.kr/p/5uM3Ts>
- Reflection <https://flic.kr/p/c8ykVs>
- Learn <https://flic.kr/p/2PRN1v>
- waipi'o valley lookout - coastline and binoculars - \_MG\_6363 <http://bit.ly/1qMLIE5>
- Flip <https://flic.kr/p/7RNf1p>
- Anonymous Hacker <https://flic.kr/p/bt5yno>
- Feedback checklist <https://flic.kr/p/fzviiT>
- Exam <https://flic.kr/p/9UnRWS>
- Stopwatch <https://flic.kr/p/62hNF6>
- Reflections <https://flic.kr/p/PpSE3>
- Game Over <https://flic.kr/p/6iciqM>
- learn to fly {desktop} <https://flic.kr/p/9VSZfN>
- PopTech 2010: Geeks at the Opera - 98 - <https://flic.kr/p/8SksYC>



QUESTIONS?  
IDEAS?  
YOUR OWN  
LESSONS LEARNED?

Meredith Gorran Farkas

Email: mgfarkas at gmail.com

Twitter: librarianmer

Blog: [meredith.wolfwater.com](http://meredith.wolfwater.com)



# APPENDIX: ALL ABOUT SURVEY SOFTWARE OPTIONS



# QUALTRICS



Products ▾ Solutions ▾ Resources ▾ Company ▾ Support

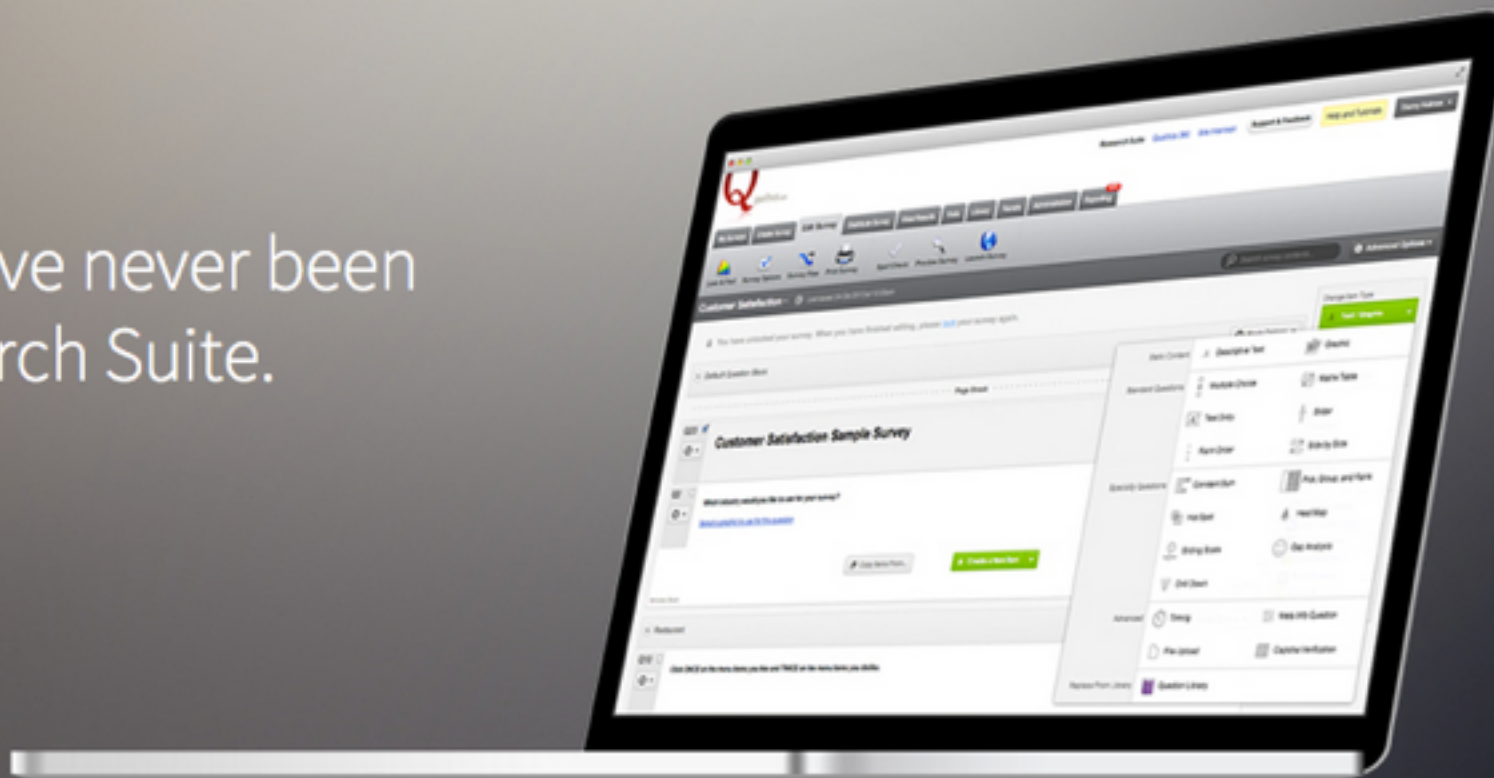
☎ 1-800-340-9194

Log In

**Free Account**

Online surveys have never been easier with Research Suite.

## Get Started



## Online Surveys

Free Bain NPS

## Customer Success

### Flexible Solution

Qualtrics 360

# Let's get started!

Request Demo

## Request Pricing

Capture real-time insights to make data-driven decisions.

Chat w/ Sales

Default Question Block

Block Options

Change Item Type

Matrix Table

**Q1**

What color is the sky

☐ Blue

☐ Red

☐ Pink

**Q2**

Click to write the question text

	Click to write Scale point 1	Click to write Scale point 2	Click to write Scale point 3
Click to write Statement 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Click to write Statement 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Click to write Statement 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Copy Items From...

+ Create a New Item

Minimize Block

Static Content

Standard Questions

Specialty Questions

Advanced

Replace From Library

Descriptive Text

Multiple Choice

Text Entry

Rank Order

Constant Sum

Hot Spot

Graphic Slider

Drill Down

Timing

File Upload

Question Library

Graphic

Matrix Table

Slider

Side by Side

Pick, Group, and Rank

Heat Map

Gap Analysis

Net Promoter Score®

Meta Info Question

Captcha Verification

Validation Type

None

Custom Validation

Add Page Break

Add Display Logic

Add Skip Logic

Copy Question



Q3

What are the three places (online or through the library) where you are most likely to search for sources on this topic?

Top choice

Second choice

Third choice

Q16

Choosing the best places to search isn't always easy. For this class, the Anthropology Librarian has [created an online guide](#) that will point you to the best sources for research on your topic.

Q7

Rich Content Editor... Piped Text... Remove Formatting HTML View Normal View

Now you will need to search in [Academic Search Complete](#) for a scholarly (peer-reviewed) article. If you'd like some tips on searching, [watch this brief library video on Developing Your Search](#) (it is embedded below).

Developing Your Search

Jaguar NOT car



NOT



Q23

What search terms did you use?

Change Item Type

Text / Graphic

Choices

- 0 +

☐ Automatic Choices

Type

- ☒ Text  
☐ Graphic  
☐ File

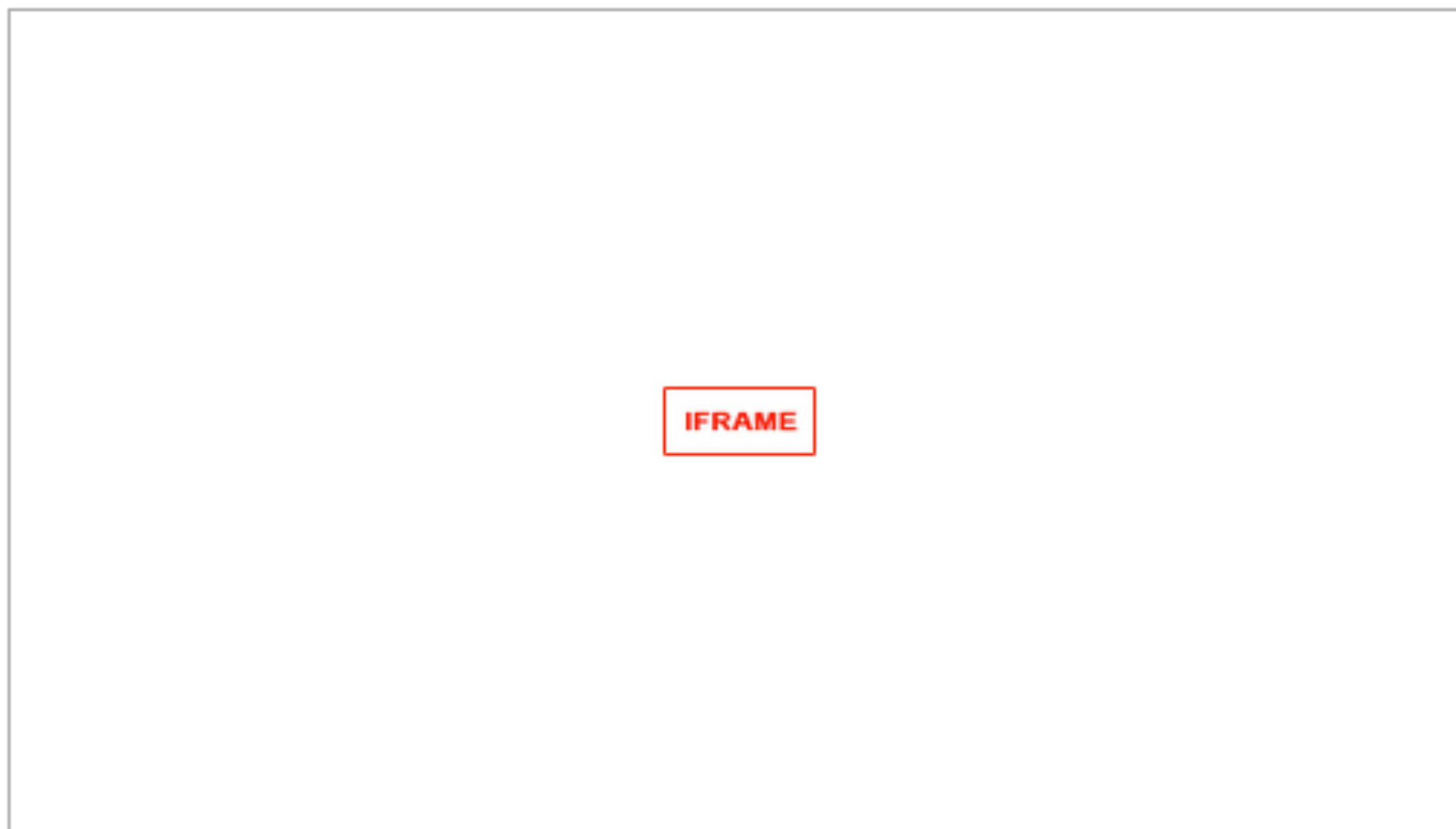
Validation Type

- ☒ None  
☐ Custom Validation

- Add Page Break  
 Add Display Logic  
 Add Skip Logic  
 Copy Question  
 Move Question  
 Add Note  
 Preview Question



Now you will need to search in [Academic Search Complete](#) for a scholarly (peer-reviewed) article. If you'd like some tips on searching, [watch this brief library video on Developing Your Search](#) (it is embedded below).





# FEATURES

- Question types?  
Extensive options
- Display logic? Yes
- Require questions be answered? Yes
- Multi-page surveys? Yes
- HTML? Yes
- Text formatting options?  
Yes
- WYSIWYG Editor? Yes
- Hyperlinks? Yes
- Images? Yes
- Video? Yes
- Mobile-friendly? Yes

# WHAT MAKES IT AWESOME?

- Really easy to use
- A gazillion features and options
- HTML and WYSIWYG make nearly anything possible
- Very sophisticated analytics tools
- Users can receive a PDF copy of their responses
- Can assign correct answers and score answers



# WHAT'S NOT SO AWESOME ABOUT IT?

- It costs \$\$\$

# GOOGLE FORMS



Want to collect information quickly from your friends, customers, or colleagues?

Create a form and collect the responses in a Google Docs spreadsheet. To get started [view all templates](#) or click on one of the categories below. It's free!



## Plan an Event

Which event would you like to attend? \*

Check all that apply

☐ Event 1: Date/Time

☐ Event 2: Date/Time

☐ Event 3: Date/Time

First Name \*

Last Name \*

Event registration &  
party invitations

[View templates](#)

## Collect Feedback

How often do you visit our website?

☐ Daily

☐ Once a week

☐ Once a month

☐ Less than Once a month

Please rate your overall satisfaction with our v

1 2 3 4 5

Very dissatisfied ☐ ☐ ☐ ☐ ☐ Very satis

Website feedback &  
customer satisfaction surveys

[View templates](#)

## Replace Paper Forms

Name \*

Last, First, Middle, Maiden

Social Security Number \*

Date of Application \*

Present Address \*

Employment applications,  
contact forms, & petitions

[View templates](#)



**What color is the sky?\***


- ☐ Blue
- ☐ Green
- ☐ Purple

**Add item**



**BASIC**

ABC Text

 Paragraph text

☒ Multiple choice

☒ Checkboxes

☐ Choose from a list

**ADVANCED**

 Scale

 Grid


 Date

 Time

**LAYOUT**

 Section header

 Page break

 Image

 Video

☐ Allow responders to edit responses after submitting

**Send form**



Theme...



View responses



Accepting responses

More ▾

Video Title

This is the title above the video

Caption

This goes below the video

Change Video



Can only embed  
YouTube videos

You can resize  
the video



**This is the title above the video**



This goes below the video



Send form

Header text

This is the section header title



Description (optional)

Here I can put text that introduces the video.

Done





# This is the section header title

Here I can put text that introduces the video.



This goes below the video

Never submit passwords through Google Forms.



Send form



Theme...



View responses



Accepting responses

More ▾

▼ Form Settings

- ☒ Require Portland State University login to view this form
- ☐ Automatically collect respondent's Portland State University username
- ☐ Show progress bar at the bottom of form pages

Page 1 of 1

# Test form

Form Description

What color is the sky?\*

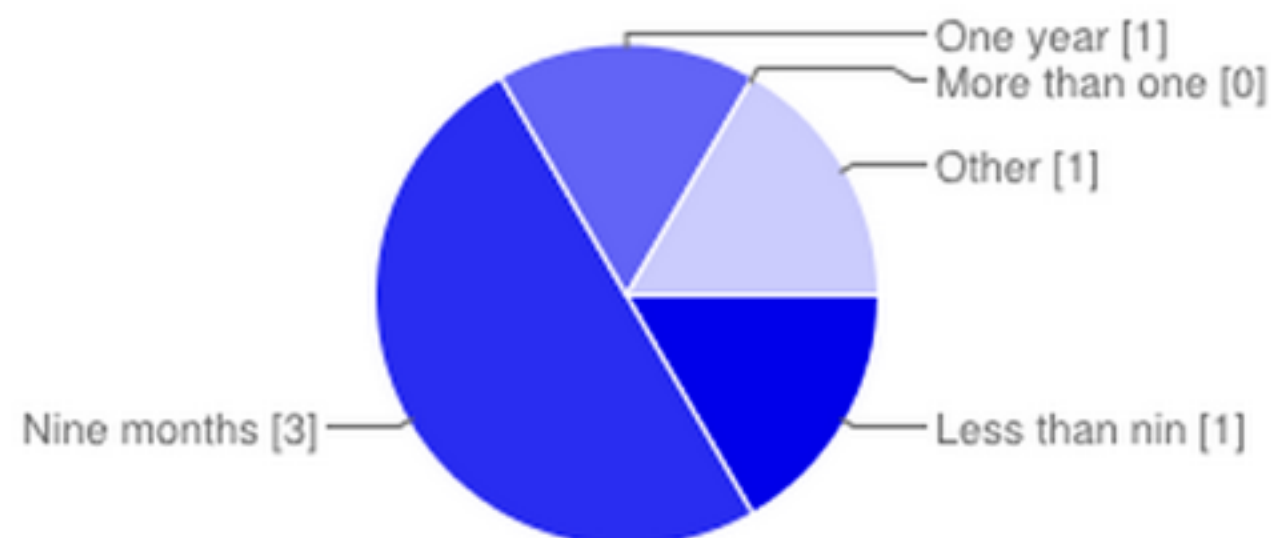
- ☐ Blue
- ☐ Green
- ☐ Purple

Add item



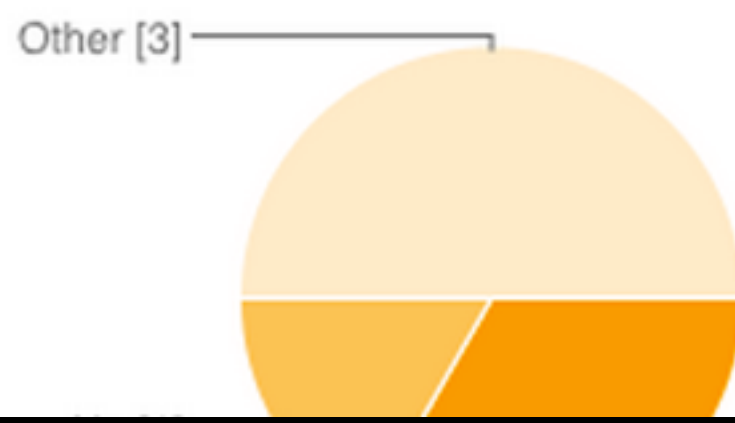


## How long did your mentoring relationship last?



Less than nine months	1	17%
Nine months	3	50%
One year	1	17%
More than one year	0	0%
Other	1	17%

## Is your mentoring relationship continuing beyond the official OLA program end date?



Yes	2	33%
No	1	17%
Other	3	50%

# FEATURES

- Question types? Basic
- Display logic? Sort of — can go to specific page based on response
- Require questions be answered? Yes
- Multi-page surveys? Yes
- HTML? No
- Text formatting options? No
- WYSIWYG Editor? No
- Hyperlinks? Yes, without http://
- Images? Yes
- Video? YouTube only
- Mobile-friendly? Yes



# WHAT MAKES IT AWESOME?

- It's free
- Really easy/quick to use
- Now that it offers video, it is very powerful
- Can require institutional login (in institutional version)

# WHAT'S NOT SO AWESOME ABOUT IT?

- People can't get a copy of their responses
- To create a url, you have to remember not to put http:// at the beginning
- Analytical tools are pretty basic (though you get all results as a spreadsheet)
- Can only embed YouTube videos



# TOOFAST.CA



## FREE ASSESSMENT SUMMARY TOOL

[ABOUT](#)[REPORT A BUG](#)[DOWNLOAD](#)[DEVELOPER REPOSITORIES](#)[HOME](#)

English

LOGIN

PASSWORD

[CREATE AN ACCOUNT](#)[SURVEY SEARCH](#)[FORGOT PASSWORD?](#)**TAKE A  
TOUR**

### Welcome to TooFAST!

TooFast is the second generation of the FAST software(<https://www.getfast.ca>) that began in the spring of 1999. With the combined resources of our co-sponsors (Mount Royal University, Carleton University and eCampus Alberta) our service remains completely free of charge. We encourage you to become a user and see if the software meets your needs. You can also download our software for this site and contribute code to our project. If you have any feedback on how we can improve TooFAST, please send us an e-mail - we always enjoy hearing from users.

### About TooFAST

The TooFAST initiative is committed to providing users with a simple online survey tool for teachers to assess their students' impressions of their courses and their teaching. Using TooFAST does not cost anything and we are offering all our code under the terms of the GPL.

### About Anonymous Online Assessment of Teaching

Traditionally, teaching assessments are conducted at the end of a course - a practice that precludes students from offering constructive feedback during the course. However, conducting online instructor-designed assessments opens a proactive dialogue with students about teaching, the curriculum, and the entire learning process.

### Becoming a Co-Sponsor

If you or your institution would like to become a TooFAST sponsor, please contact Bruce Ravelli at [bravelli@toofast.ca](mailto:bravelli@toofast.ca).

### Joining the Project

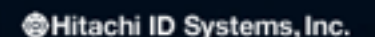
If you would like to contribute programming ideas, do quality assurance or get involved with the technical aspects of the project please contact Zvezdan Patz at [zpatz@toofast.ca](mailto:zpatz@toofast.ca).





Best viewed at 1024x768 or greater • AJAX compatible browser required (IE7/Firefox 3.5 or greater)

TooFAST © 2014

[Terms of Use](#) | [Privacy Policy](#)



### Surveys

-  New node
-  Test
  -  Test
  -  test2

### TooFAST Tools

Create A New Survey

Folder

Create A Survey

View All Survey Passwords

Change Your Password

Change Your Login

Change Your Email

Video Help

PDF Help

DOC Help

Question Database

### test2

#### Add/Modify/Delete Questions

#### Question 1

Likert Type (hover mouse over options) None

- ☐ Insert a statement that does not require an answer
- ☒ Likert Scale
- ☐ Likert Scale and Long Answer
- ☐ Long Answer
- ☐ Multiple Checkbox
- ☐ Multiple Choice
- ☐ Multiple Choice and Long Answer
- ☐ Order Options
- ☐ Slider bar
- ☐ Slider bar and Long Answer
- ☐ Yes/No
- ☐ Yes/No and Long Answer

#### Question 2

Likert Type (hover mouse over options) None

- ☐ Insert a statement that does not require an answer
- ☒ Likert Scale
- ☐ Likert Scale and Long Answer
- ☐ Long Answer
- ☐ Multiple Checkbox
- ☐ Multiple Choice
- ☐ Multiple Choice and Long Answer
- ☐ Order Options
- ☐ Slider bar
- ☐ Slider bar and Long Answer
- ☐ Yes/No
- ☐ Yes/No and Long Answer

#### Question 3



## Survey: test2

## Question 1

Now you will need to search in [Academic Search Complete](#) for a scholarly (peer-reviewed) article. If you'd like some tips on [Developing Your Search](#) (it is embedded below).

Developing Your Search

Jaguar NOT car



NOT



What search terms did you use?

Question:

limit your search to peer-reviewed journals or how to tell if an article is peer-reviewed, <a href="http://youtu.be/o3YpW55vFTc" target="\_blank">watch this two-minute video from the library</a> (embedded below).<br /><br /><iframe height="480" width="640" src="//www.youtube.com/embed/Fvmsd1MIIPk" frameborder="0" allowfullscreen></iframe><br /><br />

Likert Type (hover mouse over options) None

- ☐ Insert a statement that does not require an answer
- ☐ Likert Scale
- ☐ Likert Scale and Long Answer
- ☒ Long Answer
- ☐ Multiple Checkbox
- ☐ Multiple Choice
- ☐ Multiple Choice and Long Answer
- ☐ Order Options
- ☐ Slider bar
- ☐ Slider bar and Long Answer
- ☐ Yes/No
- ☐ Yes/No and Long Answer

LOGIN

PASSWORD

[CREATE AN ACCOUNT](#)[SURVEY SEARCH](#)[FORGOT PASSWORD?](#)**TAKE A  
TOUR**

## Survey: Test

### Question 1

How would you rate this session?

- ☐ Very Good  
☐ Good  
☒ Barely Acceptable  
☐ Poor  
☐ Very Poor

### Question 2

What was one thing you learned in this session that you found valuable?

thinking of terms that mean the same thing as my original term. Also using and, or, not.

### Question 3

What was one thing you didn't understand or would have liked explained better?

How to evaluate popular sources

### Question 4

In what areas of what we covered today do you feel confident?

- ☒ Narrowing my topic focus



What was one thing you learned in this session that you found valuable?

The boolean operators

cats

Putting and, or, not between terms

Question 3

What was one thing you didn't understand or would have liked explained better?

The BEAM Model

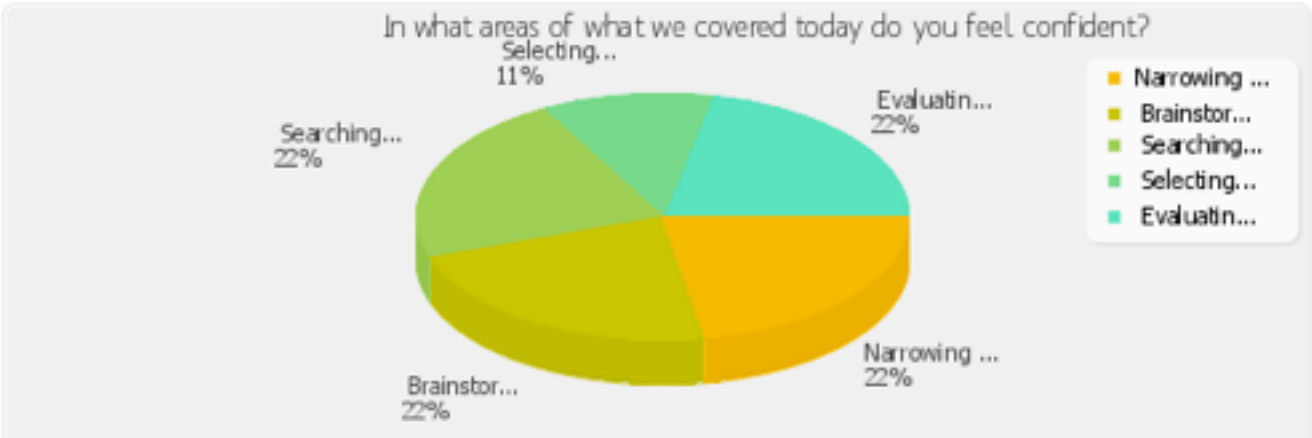
dogs

Should you use quotation marks around a single word?

Question 4

In what areas of what we covered today do you feel confident?

Answer	Responses
Narrowing my topic focus	2
Brainstorming keywords	2
Searching library databases	2
Selecting sources	1
Evaluating sources	2



# FEATURES

- Question types? Basic
- Display logic? No
- Let students see their results? Yes
- Multi-page surveys? No
- HTML? No
- Text formatting options? Yes, if you use HTML
- WYSIWYG Editor? No
- Hyperlinks? Yes, with HTML
- Images? Yes, with HTML
- Video? Yes, with HTML
- Mobile-friendly? Yes



# WHAT MAKES IT AWESOME?

- It's free (and open source)!
- The ability to use HTML in the question text
- The ability to password protect survey
- Email notification for each response (optional)

# WHAT'S NOT SO AWESOME ABOUT IT?

- People can't get a copy of their responses
- Clunky interface
- Limited question options
- Analytical tools are pretty basic (though results can be exported to a spreadsheet).

# FLUID SURVEYS

FluidSurveys™

Pricing

Tour

Mobile Surveys

Resources

Blog

1-866-218-5127

VIEW A DEMO

SIGN UP FREE

**Online & mobile surveys made easy.** Collect the data you need to make smarter decisions.



## Easily create interactive, engaging surveys & forms

Build your own surveys using an easy drag & drop editor, or work off expert designed [templates](#). Access tons of features: over 40 question types, logic, branding, and more!



## Collect responses online, offline & via mobile

Collect responses in real-time with ease online, offline or on [mobile devices](#). All surveys are responsive and work on any device. Distribute your surveys using web links, emails, [social media](#), QR codes, and more.



## Gain intelligent insights with powerful analytics

Gain actionable insights with powerful analytics. Create & share reports and display your results graphically, [export](#) data into Excel, Word, PDF, SPSS and PPT, drill down with filters, benchmark, and more!



## Integrate with the web's most useful tools

Integrate FluidSurveys with the tools you use everyday and get the most out of your data. Salesforce, Freshbooks, Cint, Olark, Zapier, Dropbox, Box.net, and more.

"Not only has FluidSurveys been great for all of our surveys, but it has come in handy in many unforeseen ways. **We use it to gauge customer satisfaction, retrieve important information from our customers and keep a record of services that we provide.** FluidSurveys is a powerful survey tool and we're happy campers!"

— JOSH FRUHMANN, HEAD OF DEPLOYMENT, BREADCRUMB BY GROUPON

GROUPON





Drag or double-click questions to add »

Basic Questions

Section Heading

Yes/No

Text Response

Text Response Grid

Multiple Choice

Multiple Choice Grid

Dropdown

Dropdown Grid

Checkbox

Checkbox Grid

Advanced Questions

What color is the sky???

Red

Yellow

Blue

UCD Faces of Research - What is research?

Face of Research

0:00 / 1:45

YouTube

Research is...

Do you like ice cream

Yes

No

- ☐ Red
- ☐ Yellow
- ☐ Blue



Research is...

Type here

Do you like ice cream

Yes

No

# FEATURES (FREE VERSION)

- Question types? Basic
- Display/skip logic? No
- Require questions be answered? Yes
- Multi-page surveys? No (and limited to 20 questions)
- HTML? Yes
- Text formatting options? Yes
- WYSIWYG Editor? Yes
- Hyperlinks? Yes
- Images? Yes
- Video? Yes
- Mobile-friendly? Yes



# WHAT MAKES IT AWESOME?

- The free version is pretty nifty
- Easy to use drag and drop interface
- The ability to use HTML in the question text
- Reasonably priced (especially for educators)

# WHAT'S NOT SO AWESOME ABOUT IT?

- Limited to 20 questions on a single page for free version
- Can't embed on other web pages

# SURVEY MONKEY



[Sign In](#) [Help](#)

[Home](#) [How It Works](#) [Examples](#) [Survey Services](#) [Plans & Pricing](#)

## Need people to take your survey?

[Contact Sales](#)

[Get Started Now](#)

[Overview](#)

[Pricing](#)

[How Audience Works](#)

[Our Audience](#)

[Case Studies](#)



 **SurveyMonkey** Audience



SurveyMonkey Audience has millions of people ready to take your surveys

- 1 Design your own survey
- 2 Pick your custom audience
- 3 Launch your project and start seeing responses

Pricing starts as low as \$1.00 per response.

[Get Started Now](#)

Stories of Success:



To change the look of your survey, select a theme below.

Question Bank

Print Survey

Restore Questions

Page Randomization

-- Choose Question Type --

Multiple Choice (Only One Answer)

Multiple Choice (Multiple Answers)

Comment/Essay Box

Ranking

Rating Scale

Matrix of Choices (Only One Answer Per Row)

Matrix of Choices (Multiple Answers per Row)

Matrix of Drop-down Menus

Single Textbox

Multiple Textboxes

Numerical Textboxes

✓ Descriptive Text

Image

Demographic Information (U.S.)

Demographic Information (International)

Date and/or Time

Descriptive Text 1

☒ Show Suggested Questions [Check Spelling](#)

sis. Your respondents will not see this name.

☐ **Question Size and Placement** (Optional)

Change the default size and placement of this question.

E?rel=0"

+ Add Question ▼

Q1 Edit Question ▼ Add Question Logic Move Copy Delete

**\*1. What color is the sky?**

☐ Blue

☐ Red

☐ Purple

Other (please specify)

+ Add Question ▼ Split Page Here

Q2 Edit Question ▼ Move Copy Delete

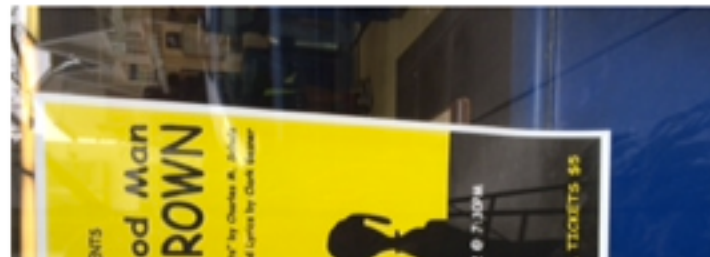
**2. What do you think of the following things?**

	They're Awesome!	They're Ok	They Suck
Cats	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dogs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Libraries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

+ Add Question ▼ Split Page Here

Edit Question ▼ Move Copy Delete

**This is a picture that is sideways**



\*1. What color is the sky?

- ☐ Blue
- ☐ Red
- ☐ Purple
- Other (please specify)

2. What do you think of the following things?

	They're Awesome!	They're Ok	They Suck
Cats	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dogs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Libraries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This is a picture that is sideways



I am testing hyperlinks here <http://www.google.com> [www.google.com](http://www.google.com) [Google](http://www.google.com)

Done



# FEATURES (FREE VERSION)

- Question types?  
Reasonable number
- Display/skip logic? No
- Require questions be answered? Yes
- Multi-page surveys? Yes  
(limited to 10 questions)
- HTML? No
- Text formatting options?  
No
- WYSIWYG Editor? No
- Hyperlinks? No
- Images? Yes
- Video? No
- Mobile-friendly? iOS only

# FEATURES (PAY VERSION)

- Question types?  
Reasonable number
- Display/skip logic? Yes
- Require questions be answered? Yes
- Multi-page surveys? Yes
- HTML? Yes
- Text formatting options?  
Yes
- WYSIWYG Editor? Yes
- Hyperlinks? Yes
- Images? Yes
- Video? Yes
- Mobile-friendly? iOS only

# WHAT MAKES IT AWESOME?

- The free version is free and easy to use
- The ability to use HTML and embed media in the pay version
- Reasonably-priced pro options



# WHAT'S NOT SO AWESOME ABOUT IT?

- The free version is ridiculously limited